

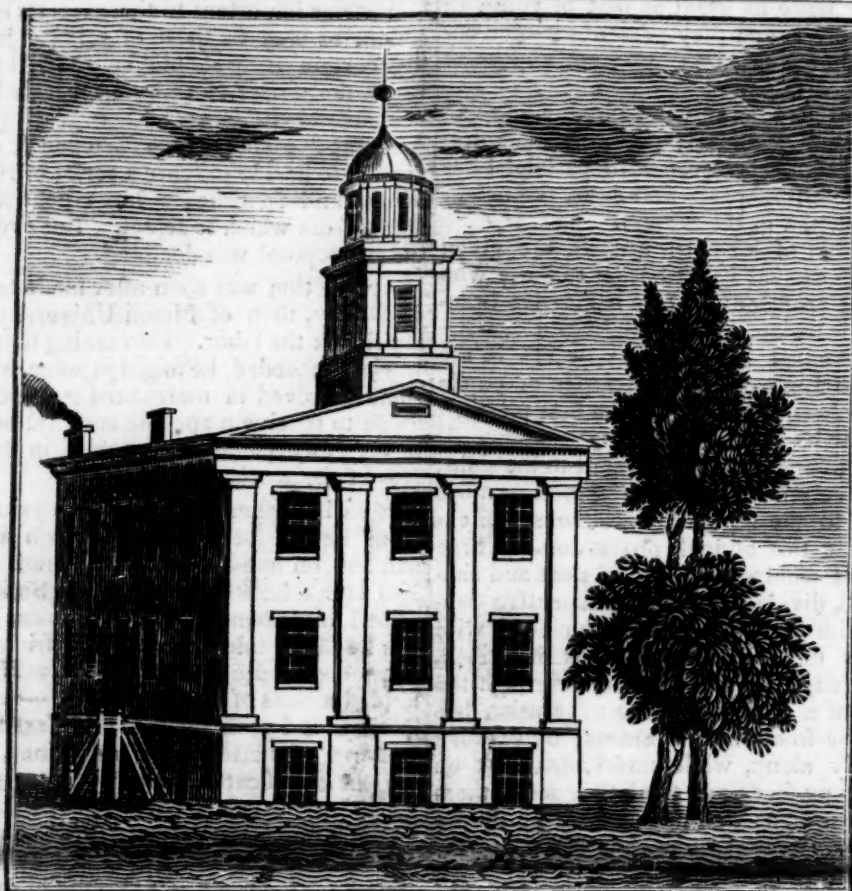
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COMMON SCHOOL ADVOCATE.

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DISTRICT SCHOOL HOUSE, CINCINNATI.

The following article we take from the Cincinnati Chronicle—a paper abounding in good things.

A VIEW OF THE PUBLIC SCHOOLS OF CINCINNATI.

The buildings are forty feet in breadth, by sixty-eight feet in length. They are placed *endwise* to the street, with *pilasters* in front, and surmounted with handsome cupolas. They are unconnected with other buildings, and generally have sufficiently large yards attached to them, to give the boys some opportunity to play; although not as large, as is desirable for that purpose.

In the interior, the arrangements are very simple. The entrance is from the side, into a small hall, to which is attached a stairway, and a closet. Below are two apartments, and above, corresponding with them, two more. These rooms are without plastering or ornament of any kind. The wood-work is of the plainest, but of the most substantial kind; in order to present as little

temptation, or opportunity, as possible for the destructive propensities of boys. Each building is furnished with one of Mitchell's Maps of the U. States, with blackboards, and in some instances other apparatus calculated to facilitate the operations of the schools. In some cases, the children, with the aid of their friends and instructors, have provided for themselves small libraries.

The lower rooms are occupied by the boys' schools and the upper by the girls'. As these schools have attracted some attention abroad, and are conducted in a manner to draw deserved praise to the people who instituted them, the officers who direct them, and the teachers engaged in their instruction, we shall note briefly the chief facts concerning them.

By the charter of Cincinnati, passed March 1, 1834, by the assent and at the request of the people of Cincinnati, it was enacted that the City Council of Cincinnati be "authorised and required" at the expense

of said city to provide for the support of Common Schools therein.

The same act directed that the city should be divided into School Districts, of not less than two to each ward. There were then five wards, and the city was accordingly divided into *ten Districts*. To carry on this object the city Council were directed to build substantial school houses, and for this purpose were authorised to levy a tax, and borrow money; the tax to be continued till principal and interest are paid.

Accordingly *nine* of these houses have been built, and a tenth remains to be built. The total cost of these buildings is \$96,159. The total amount of city debt contracted and to be contracted for the Common Schools is \$85,000.

By the same act, it is provided, that a tax of one mill on the dollar, upon all taxable property, be levied for the support of teachers.

It is also enacted that these schools shall be accessible to *all children*, not less than *six years* of age, and who are not *colored persons*. The tax levied on their property is, however, to be appropriated exclusively to schools for their use. For the government and direction of these schools, in their general affairs, the law provides for the election of two *Trustees* and *Visitors* of Common Schools in each ward. This Board appoint the teachers, certify the school and regulations for the conduct of the schools, accounts, make rules, and do whatever else is necessary and proper to promote the education and morals of the pupils. To insure the qualifications of teachers, both in morals and capacity, the City Council appoint *seven citizens* of competent learning and character, called "the Board of Examiners and Inspectors of Common Schools in Cincinnati." The duty of this Board is to examine the teachers in respect to their competency and moral character; and on their certificate only can teachers be appointed. It is the duty of this Board to examine the public schools and teachers, to report their condition, and recommend such alterations as in their opinion would improve their condition.

Under this power the Board of Examiners hold a monthly examination of candidates, and grant *three grades* of certificates. The *first* is, that the applicant has *superior* qualifications for a *principal*; the *second* is, that he or she is qualified to be a *principal*; the *third* is, that he or she is qualified to be an *assistant*. The Board of *Visitors* give of course a preference to those who have the

highest *certificates*. More persons continually apply for examination than there are places to fill, which gives the *Visitors* an opportunity of selecting the best among the applicants. It is supposed that many are examined, who find places in the country schools.

Since this system has been in operation the Board have been continually raising the standard of qualifications, by more rigid, extended, and philosophical examinations.—The subjects upon which teachers are usually examined are reading, writing, arithmetic, English grammar, and geography. On each of these topics they are minutely and thoroughly examined. Should a teacher profess to have made progress in more liberal subjects of knowledge, he is of course examined on them, and his additional acquirements go so much more towards his attainment of the highest certificate.

In arithmetic and grammar, the mode of examination has been to enquire into the applicant's knowledge of *principles* rather than of rules and formulas. The result so far as developed, has been highly favorable, both to the minds of the teachers and their methods of instruction.

As our object is to show the *practical operation* of the Cincinnati schools, we give below some of the most important *rules* for their government, prescribed by the Board of Visitors and Trustees. The following is a selection from the regulations:

[This we gave in our last number.]

It will be observed, that the books used in the schools shall be only such as are allowed by the Board of Visitors. In furtherance of this rule, the Board have made a selection of school books, which are to be used in the schools on the subjects of spelling, ~~defining~~, reading, arithmetic, geography, algebra, geometry, trigonometry, grammar, history, constitutional organization of the U. States, natural philosophy, and astronomy. On the topics of spelling, reading, and arithmetic, a variety of works are allowed in order to give a fair competition to authors, where productions on these subjects are supposed to be nearly equal. The *Bible* (without note or commentary) is used in all the schools, and at a proper age, is a most efficient auxiliary to, as it is certainly the fountain of moral instruction.

It is proper here to remark, that at the session of the College of Teachers in Cincinnati, October, 1837, it was unanimously resolved, in the presence and by the assent of ministers of all denominations of christianity, that the Bible, without note, ought to be used in Common Schools. Unanimity among opinions so diverse on most points was scarcely to be expected, and when obtained is to be regarded as no common evidence to the correctness of the principle expressed.

In examining the interior and actual teachings of the Common Schools of Cincinnati, we find the system working quite as well in its results, as its most sanguine friends anti-

cipated. As the pupils are of various ages and various abilities, the schools present every stage of study and progress; and, as the attendance is voluntary it often happens that it is very irregular. This last circumstance is a serious drawback on the advancement of many. The general improvement of the pupils is quite as great as that of youth in other schools, and they present in some cases, examples of rapid progress and great ambition.

The attendance and classification of scholars is very accurately kept, in books prepared for that purpose, with parallel lines for the months, weeks and days, the names being written in the margin.

Rewards of books or medals, are given after the Annual Examination to those who are most proficient in their respective branches of learning.

The Annual Examination occurs in the month of June, and the *procession* of pupils and teachers is formed on the first pleasant day after its close.

Few things are more pleasant to the sight, more lovely in their moral features, or more hopeful to the republic, than the scene exhibited at this annual procession. Three thousand children, dressed in neat and simple garb, divided into their respective sections, with their teachers at their head, with banners unfolded on which is inscribed, "Knowledge is Power," march through the streets of a city, which one generation has seen rise from the wilderness; they move regularly along, while multitudes look on their happy faces, and think they see in them the strength, as well as the hope of the republic; they enter some church, receive the *admonitory advice of some elder in society*, sing a hymn to their "Father in Heaven," and go rejoicing to their homes. To such scenes the patriot can turn without fear, and the good man may look without regret. If, as is said, an honest yeomanry be a "wall of fire around their much loved land," the school house is its fortress of defence.

The following *statistics* are derived from the "Annual Abstract of Common Schools," for the year ending June 30th, 1838.

Teachers.	Salaries.	Amount.
15 Male Principals, at	\$500	\$7,500
9 Female do. "	250	2,250
9 Male Assistants, "	300	2,700
20 Female do. "	200	2,000
53	Total salaries,	16,450
Number of enrolled pupils during the session, - - -	-	3,583
Number remaining enrolled is -	-	2,900
Number in attendance, - -	-	2,400

At a meeting of the Board of Trustees of the Public Free Schools of Cincinnati, Sept. 19th, RAY'S ECLECTIC ARITHMETICS were adopted as Class Books. At a meeting of the same Board, Oct. 24th, the "ECLECTIC READERS" were adopted as Class Books in the department of reading.

MISS BEECHER'S LETTER.

We cut the annexed letter from the Cincinnati Daily Gazette of Dec. 31. It will be read with interest by all our readers.

LITERARY PIRACY AND MORAL ASSASSINATION.

It seems important to the interests of education, as well as those of private justice, that certain facts should be made known, which the writer of this article feels bound to communicate.

About five years since Truman & Smith applied to her, to prepare a series of reading books, and furnished a large collection of works from which to select. But eventually the proposal was declined.

Application was soon after made to Prof. McGuffey, then of Miami University, who undertook the labor. Foreseeing that if the works succeeded, he might in some way become involved in mercantile collisions, he chose to receive a specific sum, rather than to have any pecuniary interest in the success of the work.

It so happened that for eight years previous he had been planning such a work, and had on hand a large collection pasted into blank books. Truman & Smith furnished him about seventy volumes, and to this he added thirty more. His friends also often contributed to his store. He then formed a class of young children—made selections and gave them to this class to read, and was regulated in his selections, and in various modifications, by the tastes and remarks of the children. The books were compiled in connection with pupils of the different ages for which each book was designed. Four or five practical teachers took them, while in a course of preparation, in order to test them and furnish criticisms. The trouble and expense was incurred of sending portions of them by mail to two experienced teachers for criticism. During the progress of the last volume, the pressure of professional duties led to an application from President McGuffey to the writer of this article, to aid in furnishing rules, questions, and the exercises in spelling. This aid was rendered, and *due acknowledgment* was made in the preface. More than two years passed before the work was completed, and there probably has been no work of the kind in this nation, prepared with more care, attention, and judgment from the compiler. *This, and the talents and experience of the author is the secret of their remarkable popularity and success.* This series, as it is superior in value, has superseded in the market many other books, both of eastern and western manufacture.—*In consequence of this, several publishers combined for their suppression, and applied for an injunction to stop the sale of these books, on the plea that they are an invasion of the copy-right of others.*

They were told that an injunction would

be granted, *provided* they would give bonds of \$20,000 to indemnify Truman & Smith, if a suit against them were not sustained.—Those who knew how flimsy were the claims, never supposed that the bonds would be given.

Instead of honorably bringing the matter to *such* an issue, various prints were simultaneously employed in Louisville, Boston, and Philadelphia, in which President McGuffey was bruited through the land as a "fraudulent person"—"a plagiarist"—"a literary pirate", whom the law was soon to make an example, in order to deter others from such criminal practices.

After reading an attack of this kind in the "Annals of Education," published at Boston, the writer addressed the following letter to its editor:

WALNUT HILLS, NOV. 26, 1838.

DR. ALCOTT:

A few days since I noticed an article from your pen in the Annals of Education, which excited some surprise. It related to the efforts made in Ohio in behalf of education, this last summer, by Mr. Lewis and President McGuffey.

Knowing your character as I do, I immediately attributed the invidious remarks, in reference to the latter gentleman, to misinformation on your part, received perhaps through mediums connected with those publishers in Boston who find their interests thwarted by certain publishers at the West.

As I know all the facts of the case, from which inferences have been drawn derogatory to President McGuffey's character and efforts, I deem it but justice both to him and to yourself to furnish you with the means of rectifying impressions, which I am confident you would be one of the last to propagate, were you aware of the truth.

A series of school books has been got up by certain publishers in Cincinnati, who employed President McGuffey to prepare four reading books, for which they paid him a definite sum—a mere trifle when compared to the value of the works, or to the profits already received by the publishers, to say nothing of future emoluments. Of course, President McGuffey has no pecuniary interest at all in the concern, and the intimation that his efforts had a relation to the introduction of his books into schools is without foundation.

Certain eastern publishers have made legal attempts to stop the sale of these books, on the charge of an invasion of their copyright. I have examined their claims, and never before saw less occasion for such a charge. I have either used or examined almost all the reading books in the country, and I doubt if there be one of them which has not given equal or superior reasons to previous authors for making the same charges. Reading books, which are professedly compilations, and which embrace the rules and exercises necessary to make good read-

ers, must necessarily resemble each other, just as in the science of music, rules, questions, and exercises must in a measure be common to all books which touch this art. President McGuffey's works have as much claim to originality as any books of the kind now extant, which embrace selections, questions, rules for reading, and exercises in spelling and pronunciation.

The term "flippant" was never more misapplied than in connection with President McGuffey. I have rarely seen the man, either East or West, who united so much that is popular in style and manner, with close consecutive reasoning and profound and well digested thought. In addition to this, he is one of the very few in this section who with true disinterestedness devotes his time, interests, and efforts to a field that demands the sacrifice of ease and private emolument, and imposes taxes far heavier than the profits received.

It is the distinctive mark of a great and liberal mind to rise above all sectional and social partialities, and to view men and things, not according to place and party, but according to their true value. There are such minds both in the East and the West, and nothing tends more effectually to impede their disinterested efforts for the intellectual and moral elevation of our common country than invidious appeals to sectional prejudices. In the piece alluded to, Mr. Lewis' efforts are applauded as originating from a *Yankee*, and President McGuffey, it is well known, was born and educated at the West. I have never yet been able to learn what constituted the *distinctive peculiarity of Western men and Yankees* in this western world—for those who *par excellence* are western men were many of them born east of the mountains, and some in Yankee land. But if by "Yankee" is intended, (as those who glory in the name understand it) distinguished intelligence, honesty, enterprise, and benevolent activity, then is President McGuffey a Yankee; and if by "Western man" is signified enthusiastic love of the West and an honest devotion to its best interests, then Mr. Lewis is a Western man.

I am confident that you are as unwilling as every benevolent and enlightened patriot must be, to aid in any way in generating or perpetuating any such invidious distinctions, and that it will give you pleasure to correct any thing from your pen which may have any such tendency.

Very respectfully, yours,

C. E. BEECHER.

In reply to this the editor says, "Probably I too know all the facts of the case as well as you, I mean as to the measure of iniquity practiced by Truman & Smith. It is not necessary of right to put their piracy on a footing with literary piracy in general, tho' that is bad enough." Of course this editor persists in calling this compilation of Presi-

dent McGuffey a specimen of literary piracy of the worst kind. He closes by intimating that the request that the letter might be published in the Annals, where such charges have been *repeatedly* made, would not probably be complied with, assigning as one reason that he was no longer editor! I cannot say what "knowledge of facts" this editor and the other gentlemen who make these charges may possess, but there *are* facts which they might have known, which render the course they have taken very unjustifiable. I have examined the items of complaint, as made by Mr. Worcester and others, and the grounds on which they rest. The result is, that in McGuffey's series, extending over seven hundred pages, not more than *seven leaves* were taken from any one of Mr. Worcester's works. Most of the pieces *claimed* by Worcester and others, were taken, not from their compilations, but from *other works*, and many of the mutilated books remain as proofs of the fact. Many of the pieces claimed are found in *various* other compilations. Why they claim a *chapter of the Bible*, as they do, is not easily seen.

Mr. Worcester claims that Pres. McGuffey has copied his *plan*. To ascertain this, it is needful to refer to the several *particulars* of the plan. One part is, that it commences with a primer for new beginners, and gradually advances in size and maturity of style. Did any man of common sense ever make a *series* of reading books for children without doing this? Is it any more Mr. Worcester's plan than it is Mr. Webster's or Mr. Pickett's? Another part consists of exercises for *correcting mispronunciation*. But Mr. Worcester, by his own admission, copied this from *Russel's work on Elocution*. Pres. McGuffey has a work printed in 1829, in London, in which this same feature exists. Another part consists of rules for reading, questions, and exercises in spelling. These are peculiarities to which Mr. Worcester has just such an *exclusive* claim as he has to the Alphabet. Mr. Worcester claims thirty-three of the rules furnished by the writer of this article for President McGuffey's Fourth Reader!—To this she remarks, that the rules she furnished, were used by her as a teacher *before Mr. Worcester's books were made*; that they were written from memory and not copied from any book—that she never used Worcester's books in teaching, nor has she any recollection of ever using them for any purpose whatever. In proof of this it will be seen that all the rules claimed except one are different in expression from Worcester's.—The whole ground for such unworthy charges against President McGuffey is, the fact that he cut out a very few leaves from Worcester's, Pierpont's, and Emerson's books *just as they made their books by cutting from the works of other men!* and moreover that in a few cases, in using those rules of reading, that every teacher necessarily employs,

he has adopted the same language as some of these compilers.

The rights of character are deemed so sacred, that the Divine Legislator has inserted an express command in the Decalogue for its protection. The gospel requires that no man shall publish the faults of a brother till he himself has gone to the accused. The law of the land demands that no man be considered guilty, till he is *proved* so. Had the Editor of the Annals regarded the spirit of any of these rules, he would not have it to regret that the pages of that valuable work, and his own personal influence have been perverted to so unworthy an end. It is the disgrace of this age and nation, that character, however exalted for talents, learning, and virtue, is no protection from calumny.

How can this be remedied unless the press turn public reprehension against such attempts? There seldom can be an occasion where such justice is more demanded, and the author of this article appeals to those Editors to whom this paper will be sent, to aid in protecting wise and good men, not only from "*literary piracy*," but from *moral assassination*.

CATHARINE E. BEECHER.

OHIO EDUCATION CONVENTION.

This Convention met on the 26th of December, at 11 o'clock A. M. in the basement of the 1st Presbyterian Church in Columbus.

After the organization and the appointment of officers, the Convention adjourned until 2 o'clock P. M., at which time Dr. Going, President of the Granville Collegiate Institute, read an interesting and very instructive lecture on the connexion between literature and religion.

Miscellaneous business occupied the Convention until its afternoon adjournment.

At 7 o'clock President McGuffey, of Cincinnati College, delivered, by appointment, an address, in the Episcopal Church, on the "Influence of Common School instruction."

The address was long, and seemed to be entirely extemporaneous. It was followed by remarks from Prof. Stowe of Lane Seminary, on the present inevitable tendency of society in every civilized country, towards popular intelligence and free institutions.

Thursday forenoon was spent in discussing resolutions of various kinds, and in other miscellaneous matters, many of which were of great interest.

Thursday at 7 o'clock P. M. Prof. Stowe read portions of his report on Normal Schools, the whole being judged by the author too long for one occasion. Those portions read were of an intensely interesting character, and left, it is believed, a deep regret upon the minds of the audience that the whole could not have been exhibited in its connexion and completeness.

Prof. Stowe was followed by Mr. M. G.

Williams, of Springfield, another member of the committee on "Normal Schools," with, not a counter report—but with a somewhat diversified and certainly a condensed view of the same leading doctrines, in reference to the great need of better qualified teachers, and the almost entire hopelessness of procuring these without the aid of Teacher's Seminaries.

Friday at 11 o'clock A. M. Prof. Smith, of the German Theological Seminary at Columbus, delivered an address or Report on the best method of conducting common schools in the German settlements in the State of Ohio. It was replete with good sense and practical detail.

Friday at 7 o'clock P. M. Mr. P. Kaufmann, of Canton, Ohio, read a most philosophical and profoundly elaborate essay on the subject of general education, which was listened to for nearly two hours with great interest, intense, in individual cases, in proportion to the intelligence and rigorous logic of the auditor. Mr. Kaufmann's address was originally written in German, and translated into English, which rendered the style, though exceedingly clear, somewhat *idiomatic*; and on that account less interesting to that part of a promiscuous audience which will not be satisfied with *thought* unless it be recommended by the garniture of language.

Saturday was the *business* day of the convention. Most of the speakers were either satisfied with the opportunities previously afforded them of exhibiting themselves and their sentiments—or were convinced the great amount of "*unfinished business*" could not be got through with in connexion with long speeches, and seemed to be agreed that matters should be decided without debate. In the evening a large audience was convened in the Episcopal church to hear an address from W. Johnson, Esq., of Carroll county.

The Convention adjourned late on Saturday evening.—But a second address was delivered on Monday evening in the Hall of the House of Representatives, by that never-tiring advocate of popular education, President McGuffey.

The Convention was numerously attended. One encouraging circumstance was, the delegates were in attendance from a greater number of the colleges of our State than on any former occasion of this kind.—We consider this encouraging—not because these gentlemen either know more or can do more in this cause than others of less learning and reputation; but because it shows that the nature of popular education begins to be better understood, and its influence upon our higher institutions of learning more accurately appreciated than it was formerly.

The superintendent of Common Schools, Mr. S. Lewis, was in constant attendance upon the meetings of the Convention, and

gave great aid in its deliberations by his sound judgment and accurate information.

The following are some of the more important resolutions passed by the Convention:

"On the subject of music in schools, the Convention passed the following:

Resolved, That experience has shown that the practice of vocal music in schools so far from encroaching on the time of the pupils, by promoting cheerfulness and activity of mind, renders their progress in all other respects more rapid and certain.

Resolved, As the deliberate opinion of this Convention, that a system of Common Schools throughout this State, cannot be established on a permanent basis and carried into successful operation, without the continued services of an able, faithful, active, and persevering Superintendent.

Resolved, That this Convention cordially approve the spirit and manner in which Mr. Samuel Lewis has hitherto discharged the duties of his laborious and responsible office.

Resolved, That the evils growing out of the diversity of Text-books now in use in our Common Schools, are owing in a great measure to the instability of our schools and the deficiency in the qualifications of teachers.

Resolved, That the Convention recognize with pleasure the deep interest which the editors of newspapers and other periodicals throughout the State, have manifested on the subject of general education; and that we rely with confidence on their continued aid on this important subject.

Resolved, That the law of last year, which provides for the publication of "The Common School Director," under the direction of the State Superintendent, meets with the fullest approbation of this Convention, and that we would respectfully recommend the Legislature to continue its publication.

Resolved, That in the opinion of this Convention it is important to the full success of the Common School system in this State, and highly useful to all the interests of education, that a Teacher's Seminary should be established at the seat of Government.

Resolved, That the Convention considers the establishment of Normal Schools in each Congressional District of the State, or, at a suitable number of other judicious points, to be essential in preparing and furnishing well educated teachers to supply the demand for the Common Schools of our State.

Resolved, That it be recommended to the several colleges in this State, to make provision for the appropriate instruction and training of school teachers; and that in the opinion of this Convention limited grants in aid of such colleges would be a judicious appropriation of the school funds.

Mr. Johnson gave a public address on the subject of the following resolution, which was then unanimously adopted:

Resolved, That a well regulated and effi-

cient system of free Common Schools is the *sheet anchor* of Republican Liberty; and that without it, we can have no just ground of hope for the permanency of our Institutions.

Messrs. McGuffey, Smith, and Preston were appointed a committee to memorialize the Legislature on all subjects agreed upon by the Convention which had reference to legislative action.

A committee was also appointed to publish the proceedings in pamphlet form, which will give the friends of the cause an opportunity to see more at length the doings of the Convention.

LITERARY NOTICES.

Address on the study of the Modern Languages. By JAMES F. MELINE.

This is a neat pamphlet of some 20 pages 8vo., from the press of Kendall & Henry. The discourse was delivered before the College of Teachers at its last meeting, and therefore is appropriately noticed in the "Advocate."

Its author pleads successfully the claims of the "Modern Languages" to a share of attention in our systems of American education, on the ground that great advantage accrues from the mental efforts called for in the exercise of translating. This argument is common to the ancient and modern languages, as a material in the business of instruction.

The excellencies and peculiarities of the several modern languages are then exhibited, and their study urged from these and the vast stores of literature and science which they contain.

Translations, it is maintained, are "but the wrong side of the tapestry," and can never convey a just idea of the original.

The discourse reflects great credit on both the talents and erudition of its author. The tedium of discussion is happily relieved by strokes of criticism, sketches of character, inklings of suppressed enthusiasm, and glimpses of bright anticipation in regard to the influence of learning and religion upon the future character of our race.

The author's apprehension of an undue influence of British criticism upon American Literature may perhaps account for some peculiarities of style, in both *epithet* and *construction*, which are certainly not authorised by any examples which we can at present think of, in the "British Classics."

Home Education. By ISAAC TAYLOR, author of "Natural History of Enthusiasm," &c. &c.

'Tis cheering to the friends of education to find in this field such laborers as the author of the above-named work.

But what employment, more important, or more honorable, than that of giving instruction in the art of teaching, can even a philosopher devise, or select for himself? If the *mind* be of more value than all material treasures, then he who cultivates the mind

does a more important work than any who are engaged in the preparation of material fabrics—and he who labors to qualify others to teach, whether as parents, or instructors in schools, confers the very highest obligations upon society.

This work will not probably add much to its author's fame, as a philosopher; but it cannot fail to secure him more important commendation—that of a *practical* friend to *children*, through the instructions given to their natural guardians—their parents. The book is, as might be expected, far superior to the ordinary efforts of the day on the subject of education. Let every parent read it.

B. O. PEERS, on *American Education*.

This is a book which we barely notice now in order to recommend it to the attention of our readers. Those who know Mr. Peers will read it of course without our recommendation, if they are interested in the subject. They well know that he is better qualified than almost any other man in the country to treat it, having made it for many years his chief subject and investigation.—We are informed that a large edition of this work has been already sold, and that another is called for. *Western Messenger*.

For the Common School Advocate.

ARITHMETIC.—NO. I.

MENTAL ARITHMETIC.

In commencing, I would observe that it is my intention to write a series of articles on the subject of teaching Arithmetic, intended principally for the benefit of the younger members of the profession. Until within a few years, Mental Arithmetic was not taught in the west, except in a small number of the schools; but as the character of the different seminaries of learning, and of education generally, has become elevated, it has become more generally taught, until it is now attended to in a majority of the schools of the highest character; still at this time, it is not always taught, even in all the best schools, to say nothing of those of an inferior grade. This is easily accounted for: at the time the majority of the present teachers received their education, Mental Arithmetic was, perhaps, not taught in any school in the United States or Great Britain, and thus it was the misfortune, not the fault of those teachers who were unacquainted with it.

In proof of this it need only be stated that about two years since the author of a treatise on Arithmetic called on the writer of this article, and in the course of conversation, stated that until that time he had never seen any treatise on Mental Arithmetic; yet that gentleman had been a teacher in one of the most populous and enlightened cities of the Union, where his Arithmetic was published, which is said to have a very extensive circulation in one of the middle

States, and though on the plan of Pike, it is certainly superior to it.

For the sake of some who may read this article, it may be well to state what we mean by Mental or Intellectual Arithmetic, since we have heard some teachers state that they taught Mental Arithmetic to their pupils without any treatise, while at the same time they were wholly unacquainted with it, not even having seen any work upon it, and the whole of their teaching, in what they conceived to be Mental Arithmetic, merely amounting to mental exercises on the Multiplication table, such as five times eight are how many? Five dozen of eggs at eight cents a dozen will cost how much? &c. Mental Arithmetic has its name from the circumstance that the calculations are performed *in the mind* and *not on the slate*; it is also called Intellectual Arithmetic, from the powerful tendency it has to strengthen and exercise the intellectual faculties. From this it will be readily perceived that we understand by Mental Arithmetic: *A system of calculations in Arithmetic performed entirely in the mind.* It may also be remarked that in every good treatise on the subject, the pupil commences with the simplest combinations of numbers, and proceeds so gradually to those more difficult, that he analyses each example himself, and thus, as it were, becomes his own instructor. His mind is informed and strengthened by every effort he makes, and as he proceeds he finds his intellectual faculties developed, so that each succeeding step is taken with more ease than that which immediately preceded it; and in a short time he becomes master of an amount of arithmetical knowledge and a skill and facility in making calculations and in analysing questions that would astonish those who had not often witnessed it.

[The publishers of this paper refer those who are desirous of becoming acquainted with this subject, to "Ray's Little Arithmetic," a work that contains in a short space, one of the best Treatises on the subject.]

Mental Arithmetic is, without any exception, the most interesting study in which children can engage; if properly managed, they never regard their lessons as a task; they study them with delight, and the vigor thus communicated to their intellectual faculties has a marked and beneficial influence on their other studies. Not long since I heard a highly respectable and successful teacher state that his pupils made more rapid progress in their studies, when one-third of their time was spent at Mental Arithmetic, than when they did not attend to it at all. It acts as a mental stimulus; it is the spice and the seasoning of the intellectual food that we serve up to our pupils. Our next number will be devoted to the best methods of teaching this subject. HYPATON.

[From "The Teacher, or Moral Influence employed in the Instruction of the Young." By Jacob Abbott. pp. 328. 12mo.]

THE LAW OF LOVE IN SCHOOL.

"A most effectual way to secure the good will of a scholar, is to ask him to assist you.

"There is a boy in your school who is famous for his skill in making whistles from the green branches of the poplar. He is a bad boy, and likes to turn his ingenuity to purposes of mischief. You observe him some day in school, when he thinks your attention is engaged in another way, blowing softly upon a whistle which he has concealed in his desk for the purpose of amusing his neighbors, without attracting the attention of the teacher. Now, there are two remedies. Will you try the physical one? Then call him out into the floor; inflict painful punishment, and send him smarting to his seat, with his heart full of anger and revenge, to plot some new and less dangerous scheme of annoyance. Will you try the moral one? Then wait till the recess; and while he is out at his play, send a message by another boy, saying that you have heard he is very skilful in making whistles, and asking him to make one for you to carry home to a little child at your boarding house. What would in ordinary cases be the effect? It would certainly be a very simple application; but its effect would be, to open an entirely new train of thought and feeling to the boy. 'What!' he would say to himself while at work on his task, 'give the master pleasure by making whistles? Who ever heard of such a thing! I never thought of anything but giving him trouble and pain. I wonder who told him I could make whistles?' He would find too that the new employment is far higher and purer than the old, and would have little disposition to return to the latter.

"I do not mean, by this illustration, that such a measure as this would be the only notice taken of a wilful disturbance in the school. Probably it would not. What measures, in direct reference to the fault committed might be necessary, would depend upon the circumstances of the case."

From Mr. Cousin's work on the state of Education in Holland, translated by L. Horner, London, 1838.

SCHOOLS AND PENITENTIARIES.

I was surprised to learn that this central prison for boys, the only one in Holland, did not then contain more than from sixty to eighty prisoners; so that, adding seventy who were expected from a depot at Leyden, there were, at most, only 150, out of a population of 2,500,000! To find a solution of this phenomenon, I had only to reflect upon the excellent schools I had everywhere met. The charges upon the towns for the support of the schools produce then this result, that there are fewer offences and fewer crimes; and consequently less to pay for police, and for the prevention and punishment of crime. In Rotterdam, a commer-

cial town of nearly 100,000 inhabitants, filled with merchandize, and where the number of canals and bridges afford great facilities to depredators; robberies are rare, and burglaries, accompanied by acts of violence, so much so, that the gentlemen who accompanied us, assured me, that it would be very difficult for them to mention any. It is with grief that I contemplate the mistaken zeal, the illogical reasoning of certain philanthropists, and even of certain governments, who bestow so much pains upon prisons, and neglect schools; they allow crime to spring up, and vicious habits to take root, by the utter neglect of all moral training, and of all education in children; and when crime is grown and is strong, and full of life, they attempt to cope with it; they try to subdue it by the terror of punishment, or to mitigate it, in some degree, by gentleness and kindness. After having exhausted all their resources, both of thought and of money, they are astonished to find that their efforts are vain; and why? because all they do is in direct opposition to common sense. To correct is very important, but to prevent is far more so. The seeds of morality and piety must be early sown in the heart of the child, in order that they may be found again, and made to shoot forth in the breast of the man whom adverse circumstances may have brought under the avenging hand of the law. To educate the people is the necessary foundation of all good prison discipline. It is not the purpose of a penitentiary to change monsters into men; but to revive in the breasts of those who have gone astray, the principles which were taught and inculcated to them in their youth, and which they acknowledged and carried into practice in former days, in the schools of their infancy, before passion, and wretchedness, and bad example, and the evil chances of life had hurried them away from the paths of rectitude. To correct, we must excite remorse, and awaken the voice of conscience; but how can we recall a sound that had never been heard?—How are we to revive a language that had never been taught? If to demonstrate, presupposes principles already agreed upon, if we are correct, we must also presuppose an admitted rule; some feeling of obligation and of duty; a knowledge of good and evil; which, though forgotten, has not been rooted out; some pre-existent virtuous habits, which are to be brought back by judicious treatment, and be made to triumph over those more recently acquired, which had shut out the earlier and better feelings. I approve of, nay, I bless with my whole heart every kind of penitentiary; but I consider that they must forever remain almost fruitless, unless their power to reclaim is made to rest upon the effect of schools for the people universally established; attendance upon which is obligatory, and where instruction is considered as only one of the means of education.

NEVER TOO OLD TO LEARN.

We extract the following from an article which appeared some months since in the *Portland Orion*, which forcibly illustrates, by a reference to well-authenticated facts, that *man is never too old to learn*.

Socrates, at an extreme old age, learnt to play on musical instruments. This would look ridiculous for some of the rich old men in our city, especially if they should take it into their heads to thrust a guitar under a lady's window, which Socrates did not do but only learnt to play upon some instrument of his time, not a guitar, for the purpose of resisting the tear of old age.

Cato, at eighty years of age, thought proper to learn the Greek language. Many of our young men at thirty and forty have forgotten even the alphabet of a language the knowledge of which was necessary to enter college. A fine comment upon their love of letters, truly.

Plutarch, when between seventy and eighty, commenced the study of the Latin. Many of our young lawyers, not thirty years of age, think that *nisi prius, scire facias*, &c. are English expressions; and if you tell them that a knowledge of the Latin would make them appear a little more respectable in their profession, they will reply that they are *too old* to think of learning.

Boccaccio was thirty years of age when he commenced his studies in polite literature. Yet he became one of the three great masters of the Tuscan dialect, Dante and Petrarca being the other two. There are many among us ten years younger than Boccaccio who are dying of *ennui*, and regret they were not educated to a taste for literature, but now they are *too old*.

Sir Henry Spelman neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this time he became the most learned antiquarian and lawyer. Our young men begin to think of laying their seniors on the shelf when they have reached sixty years of age. How different the present estimate put upon experience from that which characterised a certain period of the Grecian republic, when a man was not allowed to open his mouth in caucusses or political meetings who was under forty years of age!

Colbert, the famous French Minister, at sixty years of age returned to his Latin and law studies. How many of our *college-learnt* men have ever looked into their classics since their graduation?

Dr. Johnson applied himself to the Dutch language but a few years before his death. Most of our merchants and lawyers of twenty-five, thirty, and forty years of age, are obliged to apply to a teacher to translate a business letter written in the French language, which might be learnt in the tenth part of the time required for the Dutch—and all because they are *too old to learn*.

Ludovico Menaldesco, at the great age of one hundred and fifteen, wrote the memoirs of his own times. A singular exertion, noticed by Voltaire, who was himself one of the most remarkable instances of the progress of age in new studies.

Ogilby, the translator of Homer and Virgil, was unacquainted with Latin and Greek till he past fifty.

Franklin did not fully commence his philosophical pursuits till he had reached his fiftieth year. How many among us of thirty, forty, and fifty, who read nothing but newspapers, for the want of a taste for natural philosophy! But they are *too old to learn*.

Accorso, a great lawyer, being asked why he began the study of law so late, answered that, indeed, he began it late, but he should therefore master it the sooner. This agrees with our theory, that healthy old age gives a man the power of accomplishing a difficult study in much less time than would be necessary to one of half his years.

Dryden, in his sixty-eighth year, commenced the translation of the Iliad; and his most pleasing productions were written in his old age.

We could go on and cite thousands of examples of men who commenced a new study and struck out into an entirely new pursuit, either for livelihood or amusement, at an advanced age. But every one familiar with the biography of distinguished men will recollect individual cases enough to convince him that none but the sick and indolent will ever say, *I am too old to study*.

COMMON SCHOOLS.

Second Annual Report of the Superintendent of Common Schools, made to the thirty-seventh General Assembly of Ohio. December 24th, 1838. By SAMUEL LEWIS.

This Report contains 74 pages of valuable information, and bears ample testimony to the fidelity, capacity, and industry of the Superintendent. Indeed, it is such a report as we have seldom had the pleasure of receiving from any of the State officers. The office Mr. Lewis holds is an honorable one; but one which attracts the favor of the people less strongly than those which are the merest stepping stones of political demagogues.

The Report is not perfect, only because the condition of Common Schools is not perfect. It contains much to encourage our hopes, but more to abase our pride. We are advancing, but we have much ground to pass over before we reach the level of a highly intelligent people.

Mr. Lewis has no doubt, from his information, that "a large majority of the people are in favor, and but comparatively few against the present law." Trustees have generally complied with the law, in respect to *laying off districts*.

Character of Instruction.—This is much lower than it should be. The old defect of

relying on memory and repetition still continues.

Female education is in Ohio decidedly low; and is not generally adapted to the sphere of life in which women have to move.

School Houses.—At least 1000 houses have been built or building during the year, mostly brick or frame. Many of the county towns have voted to raise from \$3,000 to \$6,000 for school houses, and are progressing on the best systems. It is proposed that the State should borrow money to build school houses, as they have for Internal Improvements, and levy a tax on the districts which take the money, for the interest.

Corporate Towns.—In Cleveland, Warren, Newark, Portsmouth, Dayton, Chillicothe, Lebanon, and other towns, the people have voted money to erect commodious school houses.

School Books.—The difficulty arising from various kinds of school books is very great, and it is recommended that the State adopt some measures on this subject. [Rather chimerical.] A premium for the best books is recommended.

School Lands.—The following is the amount of the proceeds of land sold, and the estimated value of what remains unsold.

1. Capital of Virginia Military fund,	204,612
2. Capital of the U. S. Military School fund,	115,593
3. Capital of the Connecticut Western Reserve,	143,645
4. Proceeds of Section 16,	960,334

Total of Funded School Fund,	\$1,424,474
Value of unsold School lands,	1,341,411

Aggregate of School Fund, \$2,766,586

Schools—Teachers—and Children.

There are in Ohio,	
Townships,	1,277
Districts,	3,324
Common Schools,	6,880
Male Teachers,	4,569
Female Teachers,	2,946

Whole number of youth in the State between 4 and 20, 588,590

Enrolled in Common Schools, 186,000

Wages paid Male Teachers, 263,379

Do. do. Female " 78,975

\$342,354

Paid from Public Funds, 209,900

" Private Subscriptions, 132,454

Amount of income from State

School Fund, 200,000

Amount of Special tax, 201,179

Other funds about 87,000

Aggregate income, \$488,179

Average amount of income to each youth

between 4 and 20 is only 82½ cents.

Such is an abstract of the facts collected by the Superintendent, on the subject of common school education and submitted to the consideration of the people. It is full of hope; but it contains much that is most humiliating. It appears that we have a large School Fund and a large income; that the people are anxious for education; that school houses are constantly building; and that the standard of instruction is rising.—This is all true and all encouraging. Yet there are more than 200,000 youth, after all due allowances made, absent from school who should be there. The business of instruction is ill understood, and the parents, and the officers take but little interest in the matter. Time, however, will correct this, and we may hope to see our intelligent patriotism rise to the defence of the nation, in that point where it needs defence the most.

Cincinnati Chron.

CONNECTICUT COMMON SCHOOL JOURNAL.

We have just received the first number of this Journal. It is full of interesting articles, well calculated to advance the great cause of which the Editor is so eloquent and successful a champion. We extract a few passages of the closing article.

"Of all the means in our possession—for raising up improved men—the common school has the precedence, because of its universality; because it is the only reliance of the vast majority of children; because it gives them the earliest direction, and an impulse whose force is seldom spent until death. Whatever advances the common school, then, will enhance individual and social well-being for generations to come.—History must be written and read with different emotions of joy or grief, as they rise or decline. We would go back, therefore, to the fountain of youth. We would act upon the great truth, which led one of the master painters of Italy to begin, in his art, back to the very grinding and mixing his paints, that no unskilfulness in the preparation of the colors should be found on completion to have marred the beauty or dimmed the clearness of works which were to challenge the admiration of posterity.—Hence, to improve the places where the business of education is carried on; to better what may be called their outward and material organization; to attend to arrangements merely mechanical; to adapt with a nicer adjustment, the implements and the processes, and to arrange more philosophically the kind and the succession of studies; to increase the qualifications and the rewards of instructors, and to advance them to that social position they deserve to hold; to convince the community that their highest interests are dependent upon the culture of their children,—is the sphere of action to which this periodical is dedicated."

Mass. Journal.

ECLECTIC SCHOOL BOOKS.

275,000 The constantly increasing demand for the Eclectic School Books has induced the publishers to resort to *Power Presses*. They trust they will now be able to supply the wants of the whole west. Teachers and Trustees will find them in most of the Book Stores and by Traders throughout the Valley of the Mississippi.

TWO HUNDRED AND SEVENTY-FIVE THOUSAND copies of these valuable School Books have been published during the short time they have been before the public.

ECLECTIC PRIMER,
ECLECTIC PROGRESSIVE SPELLING BOOK,
ECLECTIC FIRST READER,
ECLECTIC SECOND READER,
ECLECTIC THIRD READER,
ECLECTIC FOURTH READER,
RAY'S ECLECTIC ARITHMETIC,
RAY'S LITTLE ARITHMETIC,
RAY'S RULES AND TABLES,
MISS BEECHER'S MORAL INSTRUCTOR,
MANSFIELD'S POLITICAL GRAMMAR,
SMITH'S PRODUCTIVE GRAMMAR,
MASON'S YOUNG MINSTREL, a new Juvenile Music Book.

PITTSBURGH, Nov. 27, 1837.

To the Publishers of the Eclectic Series of School Books.
Gentlemen:—We have examined copies of the "Eclectic Series of School Books," and take pleasure in giving our testimony to their superior worth. During the period in which we have been engaged in the cause of education, a great variety of School Books have come under our observation; but we have never met with any works which so entirely meet our views as those comprised in the "Eclectic Series."

It would be impossible to point out all the merits, without entering too much into detail. The author seems to have well understood the nature and laws of mind, and has excelled in imparting clear and well-defined ideas to the mind of his pupils. The easy, lively and familiar style in which the subjects are presented, excites and fixes the attention. The proper gradation is observed in the selection and arrangement of the lessons—keeping pace with the ability on the part of the little learners to overcome new difficulties. A sad deficiency in this respect is the characteristic of most of the Juvenile Books now in use in our schools. The skillful mixture of didactic and narrative pieces throughout, cannot fail to improve, especially when accompanied by the remarks of an intelligent teacher. The Rules for correct, easy, and agreeable reading prefixed to the lessons throughout the third and fourth Readers, and the Exercises in Spelling following the lessons in the three first readers, are well adapted to make thorough scholars.

Finally—the fine moral effect the whole series is designed to produce. This should be ranked among their most prominent merits. An education is not completed until there is united with the thorough discipline of the mind, a corresponding culture of the heart and affections. The Eclectic Series unites in much greater perfection, this intellectual and moral education of the pupils, than any other series with which we are acquainted, and is thus admirably adapted to make good children, as well as good scholars.

J. H. SMITH,

Principal of North Ward Public School.

WM. L. AVERY,

Principal of the 5th Ward Public School.

ISAAC WHITTIER,

Principal of the East Ward Public School.

WM. EICHBAUM,

President of 1st Ward Board of Directors, Pittsburg.

THOMAS F. DALE,

HENRY P. SCHWARTZ,

School Director, Alleghany Borough.

LOUISVILLE, Ky., April 23, 1838.

To the publishers of the Eclectic Series of School Books
Gentlemen—It is some months since the appear-

ance of the "Eclectic School Books" in this city and we are happy to say, that they receive the hearty approbation of both teachers and parents, and excite a deep interest in the minds of the scholars. These books have been arranged by practical and efficient teachers. President McGuffey, the principal one, is the most popular and useful lecturer on the subject of education that has ever honored our city. His singular and happy talent of illustrating whatever he undertakes, in a manner so clear and forcible as to carry conviction to every rational mind, has enabled him to adapt his books to the heart, the feelings, and the reason of those for whom they are intended.

The "Eclectic Arithmetic" by Dr. Ray, is decidedly a popular work, receiving the approbation of intelligent and practical teachers, and is well calculated to receive a wide and extensive circulation. Indeed the character of the individuals engaged in the preparation of this series, is a sufficient guarantee of their great value. Should any one, however, doubt the merit of these books, he has only to examine them to have his doubts removed.

We should, therefore, be pleased to see these valuable books introduced into all our schools: and we will cheerfully use every laudable effort to accomplish this object, by which a greater uniformity of Books may be used throughout our city, and thus obviate the great perplexity and increased expense incident to future changes. JAMES BROWN,

Professor in Louisville Collegiate Institute.

O. L. LEONARD, Principal of Inductive Seminary.

JOSEPH TOY, Principal of City School, No. 5.

L. W. ROGERS, Principal Fem. Dep. Center School.

E. HYDE, Principal Teacher City School, No. 7.

LYDIA R. RODGERS, Prin. Tea. Lou. City S. No. 6.

LOUISVILLE, April 24, 1838.

I consider it a misfortune that there is so great a variety of school books—they all have many excellencies, but are deficient in proper arrangement and adaptation. I have no hesitancy in giving my most unqualified preference to the Eclectic Series, by President McGuffey and others, and shall introduce them into all the city schools as far as my influence extends. SAM'L DICKINSON, Superintendent

of Public Schools for the City of Louisville

MANSFIELD'S POLITICAL GRAMMAR.
NEW EDITION.

A POLITICAL GRAMMAR OF THE UNITED STATES; or a Complete View of the Theory and Practice of the General and State Governments, with the relations between them. Dedicated and adapted to the young men of the United States. By EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College.—New Edition, containing Parliamentary Rules for the Government of Public Assemblies, arranged on the basis of Jefferson's Manual—also containing an Appendix of questions for review, adapting it to the use of Schools and Academies in the United States. Prepared for the Eclectic School Series.

This valuable Work has been highly recommended in different parts of the United States. The additions which have now been made have materially enhanced its value, and will render it one of the most important and interesting Class Books that can be introduced into our Common and High Schools. The annexed notice from Judge Wright will show in what estimation the work is held by that distinguished Jurist:

CINCINNATI, 5th November, 1838.

Messrs. Truman & Smith,

Gentlemen,—I am pleased to learn that you are about publishing a new edition of Mr. Mansfield's Political Grammar.

A school book containing a brief historical sketch of the political organization of the United States, and a correct delineation of the theory and operation of the General and State Governments, has long been desired to promote the well-being of society and perpetuate our free institutions. We cannot expect to carry into successful practice the fundamental principles embodied in our constitutions, unless a knowledge of those principles is widely diffused among the people, and imparted in common education. Feeling much solicitude on the subject, I have examined "The Political Grammar of the United States," by Edward D. Mansfield, with an eye to its adaptation to the desired end. I am happy to say, that the Grammar, as a text book of the elementary terms, definitions and principles of our

written Constitutions, is a work of great merit, and superior to any of the kind that has come under my observation. The introduction of this valuable work into common use, and into common schools, cannot fail of good results in the diffusion of correct political instruction, tending to the preservation of political liberty.

I am, with great respect,

Your humble servant,

JOHN C. WRIGHT.

Since the insertion of the above we have been favored with the annexed from distinguished friends of Education:

WOODWARD COLLEGE, Cincinnati, Oct. 23, 1838.

Without much sound political knowledge universally diffused, we as a nation must perish, just because the people are, under God, the true, absolute sovereign, and will do as they choose.

While therefore we rejoice to see our Colleges and Scholastic Institutions generally, introducing the Bible among their text books, and awakening to the necessity of more thorough christian education, we must also take courage in view of the increasing interest which is manifested in the study of the Constitution of the United States—the great Charter of American Liberty, and the great Code of American duty. Whatever tends to promote either of these objects—the christian knowledge, and the sound political knowledge of the people—will tend, under heaven's blessing, just so far to save this happy republic, and spread the precious benefits of civil and religious freedom to the other nations of the earth.

It is for these reasons we cordially recommend "THE POLITICAL GRAMMAR OF THE UNITED STATES, BY EDWARD D. MANSFIELD, Esq." The work is comprehensive,—it covers the whole ground, while it leaves out no detail necessary to illustrate and establish the great principles of our government; and yet it is so moderate in point of size and expense, as to be within the reach of all. It is simple and lucid in order. Every thing in it is well digested. The style is throughout clear and calm, though sufficiently diversified and animated, to make it always interesting.

There are other books on the same subject of larger bulk and pretensions, but we know of none so admirably fitted for students of all classes, from the Common School up to the University. As a brief practical manual of sound political knowledge, it ought to be in the hands of all the people.

This, the third edition, has been enlarged by the addition of Questions and Rules of Order. The value of the latter will be manifest from the fact that the very nature of all our institutions makes us emphatically a deliberative people; and from the fact that an opposer well-skilled in the methods of business in public bodies, may, though greatly in the minority, with much ease embarrass, delay, and often at last defeat a measure. There is but one remedy, and that is to become conversant ourselves with the Rules of Order. Such knowledge is also essential as a safe-guard against many oppressive measures of an unscrupulous majority.

B. P. AYDELOTT, D. D.

President of Woodward College.

WILLIAM H. MCGUFFEY,

President of Cincinnati College.

C. E. STOWE,

Professor in Lane Seminary, Cincinnati, and author of "Report on Prussian System of Education."

Published by TRUMAN & SMITH,
At the School Book Depository, Cincinnati.

WINTER SCHOOLS.

The time has now arrived for re-organizing and establishing Winter Schools, and next to a good Teacher, the most important measure to be adopted for the success of the School, is the selection of good School Books. Without these, no Trustee need look for much benefit from the efforts of the best Teacher. Past experience has taught this to many Trustees, who are now cheerfully supplying their Schools with the best books they can possibly find. This is right. The 'penny wise and pound foolish' policy of getting along without proper means of instruction has too long prevailed. If a farmer would excel in the cultivation of the soil, we should expect him to possess proper implements of labor, and is it not of equal importance, that those who are engaged in the noble work of cultivating the mind of our children, should possess proper implements for their work.